

Urban & Environmental Policy 203
Public Health: Community and Environment
SPRING 2018

A. INSTRUCTOR

Name:	Nicole Vick, MPH, CHES
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Phone:	323-459-2695
Meeting Time:	Wednesday, 7:15pm-10:10 pm
Meeting Location:	Johnson Hall 203
Office Hours:	Immediately before class or by appointment

B. CATALOGUE DESCRIPTION

This course provides a focused approach to the fundamentals of public health. It is organized into two sections: Public Health Fundamentals and Public Health in Practice. The first section covers key concepts in public health: the ecological model of health, history of public health, controversial issues in public health, social determinants of health, inequities in health, epidemiology, and the interplay of research, evidence and politics in public health program and policy development and implementation. The second section of the course, Public Health in Practice, focuses on several areas of current public health practice. In each of these practice topics, the public health problem is described, stakeholders identified and suggested policy and programmatic responses are explored. One field trip is planned to expand learning in one of the practice topics.

C. INSTRUCTORS' COURSE DESCRIPTION

Many UEP majors have an interest in policy, social justice, community engagement, and health. The Public Health field encompasses all of the aforementioned areas and more. This course is a forum to discuss and analyze core public health practice, emerging public health topics, determinants of health, and the intersection between politics and evidence-based public health practice.

D. COURSE OBJECTIVES

By the end of this course, students will be able to...

1. Define public health, its three core functions, and ten essential services.
2. Describe the purpose of Healthy People 2020, its overarching goals, and action model.
3. Identify and explain the factors that contribute to population health outcomes.
4. Describe public health's role in assuring health equity in places where people work, live, and play.
5. Identify and analyze the role politics plays in public health.
6. Define and identify sources of evidence-based public health practice.
7. Examine the impact of local, state, and federal policies on health.

E. TEXT

Required Text: Schneider, M.J. (2013). *Introduction to public health*. (5th ed.). Burlington, MA: Jones and Bartlett Learning.

This text complements course content. Any additional readings, resources, or handouts will be available for download on the class Moodle site.

F. REQUIREMENTS AND METHODS OF EVALUATION

Course grades are based on the traditional A-F format (Excel rounding function is used when the grade is between two scores, such as 97.5).

Grade	Description	Definition	Points
A	Excellent	94-100	4.00
A-	Excellent	90-93	3.70
B+	Above Average	88-89	3.33
B	Above Average	84-87	3.00
B-	Above Average	80-83	2.70
C+	Average	78-79	2.33
C	Average	75-77	2.00
C-	Average	70-74	1.70
D+	Below Average	68-69	1.33
D	Below Average	64-67	1.00
D-	Below Average	60-63	0.70
F	Failure	59-0	0.00

Evaluation criteria

Criteria	Description	Points	Due
Class Participation	Debate & in-class discussions and assignments	100	<ul style="list-style-type: none"> • 3/28 (debate) • A number of smaller in-class activities <ul style="list-style-type: none"> ○ Valentine's Day assignment
Small Assignments		300	
	<p>Personal essay</p> <p>Choose the health problem of most relevance or interest to you from among the Healthy People 2020 topics listed at www.healthypeople.gov/2020/topics-objectives. In two pages, reflect on the roots of your personal interest in public health and in that specific health problem. How has public health touched your life? Via a personal or</p>	50	1/31

Criteria	Description	Points	Due
	family health crisis? Via travel around the U.S. or outside the U.S.? Via your parent's occupations? Via experiences of your friends?		
	<p>Epidemiology Problem Set (group project)</p> <p>Observe the Occidental College campus for poor health outcomes and possible risk factors. Clearly state a scientific question (1 sentence) and a hypothesis (1 sentence) based on that scientific question. Provide one to two background paragraphs on the health problem. Propose a study design to test your hypothesis and explain how you would carry out your study.</p>	150	2/28
	<p>Environmental Justice (Case Study): Identify an instance of environmental injustice via the list below, through the media, or an incident in your hometown.</p> <p>Write a 2-page paper with the following information:</p> <ul style="list-style-type: none"> • Provide background on the incident/situation • Who are the players? • Who was impacted? • What are the public health implications of the situation? Think of this in regards to the social determinants of health as well as the controversies of public health. • Discussion any potential solutions <p>List of potential incidents:</p> <ul style="list-style-type: none"> • Exide Battery Factory– Los Angeles County • Hookworm –Lowndes County Alabama • Port of Los Angeles/710 Freeway Expansion – Los Angeles County • Additional examples can be found here: http://umich.edu/~snre492/cases.html 	100	4/25
Midterm	This in-class exam will cover materials presented in the first half of the semester and	300	3/21

Criteria	Description	Points	Due
	it will be composed of multiple choice, short answer and essay questions.		
<i>Take Home Final Exam</i>	You will be presented with a few public health scenarios and asked to evaluate and propose an appropriate public health response	300	5/7, 12pm
TOTAL		1000	

G. ACADEMIC ETHICS AND LATE ASSIGNMENT POLICY

The Oxy Student Handbook states “Academic misconduct occurs when a student misrepresents others’ work as her/his own or otherwise behaves so as to unfairly advantage her/himself or another student academically.” Examples of academic misconduct include cheating and plagiarism. The college expects each student behaves in an ethical manner and expects staff and faculty to report such behavior. Visit the Student Handbook for more information about academic ethics: <http://www.oxy.edu/student-handbook/academic-ethics/academic-ethics>. Late assignments will not be accepted.

H. ACCOMMODATIONS

Students with documented disabilities who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Any student who experiences significant physical or mental impairments may contact Disability Services at (323) 259-2969 to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

I. TENTATIVE CLASS SCHEDULE

The following schedule is tentative. Guest lecturers, films, fieldtrips, and other activities will be presented. Students will receive email noting any changes and updates will be posted onto Moodle. Even though the schedule may vary, students are expected to complete all readings and assignments by the designated date, unless stated otherwise by the instructors.

COURSE SCHEDULE

Day	Date	Topic	Notes
PUBLIC HEALTH FUNDAMENTALS			
Wed	1/24	<ol style="list-style-type: none"> 1. What is public health? Introduction to the course; public health models for understanding and action 2. Actors in the public health system; Public health and health care 3. Public health history 	
Wed	1/31	<ol style="list-style-type: none"> 1. Epidemiology: individual determinants of disease & screening tests 2. Epidemiology: risk factors & study design/ challenges in collecting evidence 	
Wed	2/7	<ol style="list-style-type: none"> 1. Biology of health and disease <i>Guest lecture: LA County Department of Public Health Childhood Lead Poisoning Prevention Program</i> 2. Biostatistics 	Personal Essay due

Wed	2/14	<p>NO CLASS – work on Valentine’s Day/STD assignment What better day to focus on STDs than Valentine’s Day! Love is in the air and lots of things “go down” on Valentine’s Day.</p> <p>For this assignment I would like you to create one of the following:</p> <ul style="list-style-type: none"> • 1-2 minute Public Service Announcement about the dangers of STDs (you can speak to just one STD in particular or talk about them all in general) and the importance of safe sex practices • An infographic or some other visual that is FB/IG ready that would also speak to the dangers of STDs and the importance of safe sex practices. <p>I will award an extra 5 points if the PSA or infographic is posted on social media with a hashtag decided on in class.</p>	
Wed	2/21	<ol style="list-style-type: none"> 1. Controversy in Public Health; role of the government; vaccines as case study 2. Social Determinants of Health 3. <i>Film screening: “Unnatural Causes”</i> 	
Wed	2/28	<p>The “Isms” and their impact on health outcomes <i>Film screening: “When the Bough Breaks”</i></p> <p>Discussion of Unnatural Causes & case studies</p>	Epi problem set due
Wed	3/7	<p>Career Panel Midterm & debate review</p>	
		<p>SPRING BREAK – NO CLASS 3/12-16</p>	
Wed	3/21	MIDTERM EXAM	
Wed	3/28	Debate: Topic to be announced	
		PUBLIC HEALTH IN PRACTICE	
Wed	4/4	HIV/AIDS*	
Wed	4/11	Turns Out it <u>IS</u> What You Know: Educational Attainment and Public Health	
Wed	4/18	Environmental Justice	
Wed	4/25	Violence as a Public Health Issue	
*Supported by the Remsen Bird Fund			

**W 1.24.18—Course Introduction & Introduction to Public Health; Public Health Models for Action
Actors in the Public Health System; Public Health and Health Care; Public Health History**

Class	Introductions
Activity:	World Café- The 5 W'S and 1 H Class Activity: Students will identify Who, What, When, Where, Why, and How regarding Public Health
Readings:	Ch. 1, 3, 26, 27 American Public Health Association: What is Public Health? http://apha.org/what-is-public-health The Public Health System and the 10 Essential Public Health Services https://www.cdc.gov/nphsp/essentialservices.html Healthy People 2020 http://www.healthypeople.gov/2020/default.aspx CDC. Ten Public Health Achievements https://www.cdc.gov/about/history/tengpha.htm The Affordable Care Act and Public Health http://www.publichealth.northwestern.edu/nphr/2014-v2i1/JordanAndDuckett.html Why We Need Public Health to Improve Healthcare http://www.chronicdisease.org/?page=WhyWeNeedPH2impHC The importance of the past in public health http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1732886/pdf/v058p00751.pdf https://www.britannica.com/topic/public-health Awful Moments in Quarantine History: Remember Typhoid Mary? http://www.npr.org/blogs/goatsandsoda/2014/10/30/360120406/awful-moments-in-quarantine-history-remember-typhoid-mary?utm_sourc http://sphweb.bumc.bu.edu/otlt/MPH-Modules/PH/PublicHealthHistory/PublicHealthHistory_print.html
Assignment (due 2/7):	Choose the health problem of most relevance or interest to you from among the Healthy People 2020 topics listed at www.healthypeople.gov/2020/topics-objectives . In two pages, reflect on the roots of your personal interest in public health and in that specific health problem. How has public health touched your life? Via a personal or family health crisis? Via travel around the U.S. or outside the U.S.? Via your parent's occupations? Via experiences of your friends?

W 1.31.18— Epidemiology: The Basic Science of Public Health

Class	Eleven Blue Men
Activity:	
Readings:	Ch. 4-6,8 Eleven Blue Men https://utmedhumanities.wordpress.com/2014/10/12/eleven-blue-men-berton-roueche/

W 2.7.18— Biology of Health and Disease; Biostatistics

Class Guest Speaker – Childhood Lead Poisoning Prevention Program

Activity:

Readings: Ch. 7, 9-12

Johns Hopkins Bloomberg School of Public Health. Biostatistics and Epidemiology within the Paradigm of Public Health. <http://ocw.jhsph.edu/courses/fundepi/pdfs/lecture1.pdf>

<http://www.nbcsandiego.com/news/local/14-Deaths-Linked-to-Hepatitis-A-Outbreak-in-San-Diego-County-441758503.html>

<https://www.cdc.gov/hepatitis/hav/afaq.htm#UScommon>

W 2.14.18— NO CLASS

Class

Activity: Work on Epi Problem Set

Readings:

<https://npin.cdc.gov/stdawareness/>

Assignments: Valentine’s Day/STD assignment

What better day to focus on STDs than Valentine’s Day! Love is in the air and lots of things “go down” on Valentine’s Day.

For this assignment I would like you to work in teams of 3-4 and create one of the following:

- 1-2 minute Public Service Announcement about the dangers of STDs (you can speak to just one STD in particular or talk about them all in general) and the importance of safe sex practices
- An infographic or some other visual that is FB/IG ready that would also speak to the dangers of STDs and the importance of safe sex practices.

I will award an extra 5 points if the PSA or infographic is posted on social media with a hashtag decided on in class.

W 2.21.18— Controversy, & Law; Social Determinants of Health

Class Film: Unnatural Causes

Activity:

Select one of the following case studies:

Jennings, B., Kahn, J., Mastroianni, A., and Parker, L. S. (n.d.). [Ethics and public health: Model curriculum](http://www.aspph.org/wp-content/uploads/2014/02/EthicsCurriculum.pdf). Retrieved from <http://www.aspph.org/wp-content/uploads/2014/02/EthicsCurriculum.pdf>

Review this case study if your last name starts with A-M

- Module 4: Community-based practice and research: collaboration and sharing power
 - Case Study 1: Providing culturally appropriate services in a changing community p. 119-122 (4 pages)

Review this case study if your last name starts with N-Z

- Module 7: Ethical issues in environmental and occupational health.)

Case Study 1: Environmental Injustice in Homer, Louisiana: p. 170-173 (4 pages)

Does the flu vaccine cause Alzheimers??

Readings:

Ch. 13-14

Wellesley Institute. *Making The Connections: Our City, Our Society, Our Health*.

<https://www.youtube.com/watch?v=q-3mUiGi6bA>

The Vicious Cycle of Stress and Poor Health [PDF]

Pager D. (2004). The mark of a criminal record. *Focus* Vol. 23, No. 2, Summer 2004 [PDF]

1 Son, 4 Overdoses, 6 Hours

<https://www.nytimes.com/2018/01/21/us/opioid-addiction-treatment-families.html?hp&action=click&pgtype=Homepage&clickSource=image&module=photo-spot-region®ion=top-news&WT.nav=top-news>

Baltimore Draws 10-year Blueprint to Cut Racial Health Disparities

<https://khn.org/news/baltimore-draws-10-year-blueprint-to-cut-racial-health-disparities/>

W 2.28.18— The “Isms” and Their Impact on Health Outcomes

Class Health Justice Manifesto-The Bigger Picture Project

Activity: <https://www.youtube.com/watch?v=Oe4455I6ulk&list=PLGWDDcCZS9wlkeYh7AfJTydLaSVgi9vY0&index=1>

Unnatural Causes: When the Bough Breaks

Maternal, Child, and Adolescent Health: African American Infant Mortality

Readings:

Ch. 18

Health Justice Manifesto-The Bigger Picture Project

<https://www.youtube.com/watch?v=Oe4455I6ulk&list=PLGWDDcCZS9wlkeYh7AfJTydLaSVgi9vY0&index=1>

The Last Person You’d Expect to Die in Childbirth

<https://www.propublica.org/article/die-in-childbirth-maternal-death-rate-health-care-system>

Nothing Protects Black Women From Dying in Pregnancy and Childbirth

<https://www.propublica.org/article/nothing-protects-black-women-from-dying-in-pregnancy-and-childbirth>

W 3.7.18— Midterm and Debate Review; Public Health Career Panel

Class Activity: TBD

Readings:

3.12 – 3.16.18 – SPRING BREAK NO CLASS

W 3.21.18— Midterm Exam

W 3.28.18— Debate

W 4.4.18— HIV/AIDS: Overview

Class Brainstorm/Fishbowl: Why are we still talking about HIV/AIDS?*

Activity:

Experts Panel – Dontá Morrison and Traci Bivens

Sponsored by the California Community Foundation-Kaiser Foundation Hospitals, Community Health Engagement Program.

Readings:

Ch. 10

AIDS.gov. A Timeline of HIV/AIDS. <https://www.aids.gov/hiv-aids-basics/hiv-aids-101/aids-timeline/>

California Legislature Sends Landmark PrEP and PEP Education Bill to Governor Brown

<https://lgbtcenter.org/about-the-center/press-releases/california-legislature-sends-landmark-prep-pep-education-bill-to-governor-brown>

W 4.11.17— Turns out is IS What You Know: Educational Attainment and Public Health

Class

Activity:

Readings:

<https://www.propublica.org/article/segregation-now-the-resegregation-of-americas-schools/#intro>

Freudenberg N, Ruglis J. Reframing school dropout as a public health issue. *Prev Chronic Dis* 2007;4(4).
http://www.cdc.gov/pcd/issues/2007/oct/07_0063.htm.

National Poverty Center. Policy Brief. Education and Health

W 4.18.18— Environmental Justice

Class

Panel Presentation

Activity:

Readings:

Ch. 20-23, 25, 31

Has the Moment for Environmental Justice Been Lost?

<https://www.propublica.org/article/has-the-moment-for-environmental-justice-been-lost>

The Flint Water Crisis: MuckReads

<https://www.propublica.org/article/the-flint-water-crisis-muckreads>

W 4.25.18— Violence as a Public Health Issue and The Future of Public Health

Class

Panel

Activity:

Readings:

Ch. 17

Deadly Force in Black and White

<https://www.propublica.org/article/deadly-force-in-black-and-white>

<https://www.preventioninstitute.org/unity/publications/fact-sheet-links-between-violence-and-health-equity>

M 5.7.18— Final Assignment Due

Revised 1/21/2018